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ABSTRACT

The 17 reading projects described in this report involve the use of media in teaching reading. They range from a media project for culturally distinct and geographically isolated pupils in Nye County, Nevada, to an experience in multimedia perception which took place in a vocational technical school in Quincy, Massachusetts. Several of the projects demonstrate the function of audiovisual materials in reading. The basic approach is one in which pupils and teachers become deeply involved in using commercially prepared media and in developing their own visual productions. Instructional resources in all forms are used to stimulate discussion and motivate learning activities. For each project, the title, the objectives, a brief description, the number of pupils served, the amount of funding, an evaluation, and the name and address of the project director are provided. (TO)

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ESEA TITLE II and The Right To Read

NOTABLE READING PROJECTS
MAY 1972
No. 8

Title II Projects Demonstrate Function of Audiovisual Materials in Reading

This is the eighth in a series of reports which describe reading projects funded under title II of the Elementary and Secondary Education Act. Information about the 17 projects described was supplied by ESEA title II coordinators in State departments of education in Arkansas, California, Massachusetts, Minnesota, Nevada, Rhode Island, and Virginia. They range from a media project for culturally distinct and geographically isolated pupils in Nye County, Nev., to an experience in multimedia perception serving a vocational technical school in Quincy, Mass. This is the first issue in which projects have been reported from Minnesota, Nevada, and Virginia.

The explosion of knowledge and the demands of a technological society combine to create an acute need for more effective instructional techniques to assure the acquisition of basic reading skills for all who enter school. To meet this challenge, several of the notable reading projects described in the reports on title II's contribution to reading development demonstrate the function of audiovisual materials in reading. These projects are based on the fact that today's pupils have had wide-ranging listening and viewing experiences which can be utilized in teaching reading, as well as other elementary and secondary school subjects. The basic approach is one in which pupils and teachers become deeply involved in using commercially prepared media and developing their own visual productions. Instructional resources in all forms are used to stimulate discussion and motivate learning activities.

The Quincy (Mass.) project—an introduction to visual literacy—involves a mixed bag of methods and activities. Experiences with still photography, moving picture filmmaking, and closed-circuit television are interspersed with film study and criticism. A project in a small elementary school in Pembroke, Va., places a mobile media unit in classroooms, allowing classroom teachers to incorporate into their daily lesson plans ample opportunity to use a variety of media within the instructional context. Media staff assigned to the Martin Luther King, Jr., School in Oakland, Calif., note that there is no sight and sound barrier to any kind of media. This school also has an extensive media take-home program which includes filmstrips, filmloops, records, tapes, art and study prints, and accompanying equipment.

Other interesting information about the use of media in teaching reading is available in the reading projects summarized in this report. Reports on other reading projects funded under title II may be submitted to Dr. Milbrey L. Jones, Bureau of Libraries and Educational Technology, U.S. Office of Education, Washington, D.C. 20202.

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Instant Précis – Reading Projects

Title: VISUAL LITERACY: AN EXPERIENCE IN MULTIMEDIA PERCEPTION, QUINCY HIGH SCHOOL AND VOCATIONAL TECHNICAL SCHOOL, QUINCY, MASS.

Objective: To provide an experience in visual literacy in order to demonstrate the principles, methods, and potential of multimedia education

Project: This experimental project provides experiences in which students are given new ways to express themselves and for teachers to find ways to stimulate their students to learn. One hundred pupils, who were selected by interview, have been divided into groups of 25 and placed in short-term pilot units which are subdivided into thematic 2-week modules. The introduction to visual literacy involves a mixed bag of methods and activities. Experiences with still photography, moving-picture filmmaking, and closed-circuit videotape equipment will be interspersed with film study and criticism. Students are encouraged to experiment and try out many techniques. It is expected that the project will be very successful for interested, motivated youngsters, and hoped that it may well prove to be a breakthrough for those who are unmotivated.

Number of pupils served: 100 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $4,000

Evaluation: Analysis of student-made productions; pretesting and posttesting; carry over of skills to their use in other courses

Further information: Arthur Gillis, Coordinator of Library and Media Services, Quincy Public Schools, 70 Coddington St., Quincy, Mass. 02169; telephone 617-471-0100

Title: MULTIMEDIA SERVICES PROJECT, PEMBROKE ELEMENTARY SCHOOL, GILES COUNTY SCHOOLS, PEMBROKE, VA.

Objectives: To (1) stimulate pupil enjoyment and satisfaction in reading; (2) motivate self-directed learning; (3) improve the learning atmosphere; (4) motivate pupils toward improved academic achievement

Project: Mobile media tables equipped with a filmstrip viewer, cassette player/recorder, a set of eight headsets with individual audio controls, and a record player are available for every two classrooms in this small elementary school. Plans call for the addition of enough equipment to put a learning center in every classroom within another year. The software for use with the equipment is available from the media center. This technique allows classroom teachers to incorporate into their daily lesson plans ample opportunity for pupils to use a variety of media within the instructional context. The tools for essential knowledge building, both print and audiovisual, are available for immediate use when and as necessary. Children are taught to use the equipment and may move freely to the media center to borrow the material needed.

Number of pupils served: 500 public elementary school pupils

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Amount and type of title II grant:	Special-purpose grant, $3,000 (audiovisual materials)
Other Federal program assistance:	NDEA title III matching funds for equipment, $2,400
Evaluation:	Assessment of student use of media; analysis of pupil opinions and recommendations; reading achievement of pupils
Further information:	Mr. Sam Robinson, Principal, Pembroke Elementary School, Pembroke, Va. 24134

Title:	MEDIA CENTER MATERIALS TO EXTEND THE READING PROGRAM, LANDER COUNTY SCHOOL DISTRICT, BATTLE MOUNTAIN, NEV.
Objective:	To improve reading achievement and study skills
Project:	All reading and learning activities in this school are directed toward helping youngsters acquire lifetime interests and habits in personal reading and learning. The media program provides the depth, breadth, and variety of reading, listening, and viewing experiences essential to fostering these habits. Many books have been selected for slower readers which contain good material, consciously adjusted in vocabulary and sentence structure to the needs of learners at various levels but not "written down" for slow readers. Every effort is made to identify special reading needs and interests in order to gear media selection to special needs. Creative followup activities such as painting, drawing, and writing carry reading into other areas of the curriculum. It is hoped that this project will move pupils toward the two major goals of helping them master the reading process to the point where it becomes effortless and where permanent interest and participation in reading will lead to the rewards reading has to offer.
Number of pupils served:	400 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $901
Evaluation:	Comparison with Nevada's new media standards; use of standardized reading tests for pretests and posttests; teachers' observations; and circulation records
Further information:	Mrs. Sarah McGill, Librarian, Lander County School District, Box 273, Battle Mountain, Nev. 89820; telephone 702-635-2886

Title:	MULTIMEDIA SERVICES PROJECT, MARTIN LUTHER KING, JR., SCHOOL, OAKLAND UNIFIED SCHOOL DISTRICT, OAKLAND, CALIF.
Objectives:	To encourage the use of media in all areas of the curriculum and improve the learning atmosphere of the school
Project:	This school is becoming equipped to meet the development needs of the educational program and the personal interests of pupils. The title II project has provided the pupils with all manner and kind of media essential to the elementary school

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curriculum and to meeting the needs, interests, abilities, progress rate, and concerns of the pupils. There is no sight and sound barrier to any kind of media. Provision is made for reading, viewing, listening, media production, and video-tape recording. An extensive media take-home program includes filmstrips, filmloops, records, tapes, art and study prints, and accompanying equipment. The media center's pattern of operation offers pupils the freedom to read, study, and explore as they see fit. A teaching and learning program leads out of classrooms and into the media center where media and media services can individualize and humanize the educational process.

Number of pupils served: 486 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $21,000 (printed materials); $9,075 (audiovisual materials)

Other Federal program assistance: ESEA title I funds used for equipment

Evaluation: Standardized tests; study skills test; use of materials; attitude surveys

Further information: Dr. Marcus Foster, Superintendent, Oakland Unified School District, Oakland, Calif.; Mrs. Minnie B. West, Principal, Martin Luther King, Jr., School, 960 10th St., Oakland, Calif. 94607; telephone 415-465-5146

Title: MEDIA CENTER RESOURCES FOR CULTURALLY DISTINCT AND GEOGRAPHICALLY ISOLATED CHILDREN, NEY COUNTY SCHOOL DISTRICT, TONOPAH, NEV.

Objective: To improve achievement in reading and other subjects and enrich through media the experiences of Spanish-surnamed and Indian pupils

Project: In this project, the interests and personal needs of pupils as well as their levels of reading ability play an important part in determining the kind and quantity of materials needed. The project is particularly directed toward the needs of American Indian pupils, selecting materials to suit their varied reading levels and materials that have been evaluated from an Indian frame of reference. Materials have also been selected for the use of the Spanish-surnamed pupils who attend the county schools, providing bilingual materials as well as books and media concerned with the culture of Spanish-speaking countries. The right-to-read objective will be emphasized in that provision will be made for a vast amount of pleasurable reading experiences in school. The intent is to create a climate which will enable pupils to develop a healthy concept of themselves—one which tells them that they have dignity and worth as individuals who can learn what they need to know for a productive and satisfying life.

Number of pupils served: 790 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $1,994

Evaluation: Locally devised student opinionnaire and circulation records.

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Other Federal program assistance: Reading aides and some materials under ESEA title I.

Further information: Mrs. Florence Robinson, Curriculum Consultant, Nye County School District, P.O. Box 113, Tonopah, Nev., 89049; telephone 702-482-6258

Title: EAST WOONSOCKET ELEMENTARY READING PROJECT, WOONSOCKET, R.I.

Objectives: To develop the skills needed for fluent reading and acquire basic habits of reading widely for pleasure and for information

Project: There is an aura of excitement about the colorful, well-equipped library media center in this school. The children and teachers, going in and out of the center all day, seem to have an air of expectancy—they know that this is one area where everyone will enjoy himself, or at least this is what a visitor feels when he watches the children and teachers. Whether browsing through the shelves of books, settling down with a filmstrip viewer, listening to records, or gathering around the library media specialist who is about to read them a story, the children seem to know that here is something that has meaning for them. Close cooperation of teachers, reading specialist, principal, and media specialist was planned to change the students' attitudes toward reading through challenging the gifted pupil with independent study and the slow learner with appropriate materials.

Number of pupils served: 332 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $8,300

Evaluation: Standardized testing and comparison with a control group

Further information: Mr. Louis Leveille, Coordinator of Library/Media Centers, Woonsocket Public Schools, Woonsocket, R.I.; telephone 401-762-0842. Miss Nancy Wegimont, Library Media Specialist, East Woonsocket School. Woonsocket, R.I. 02895; telephone 401-766-4781

Title: MULTIMEDIA RESOURCES FOR READING, CARSON CITY SCHOOL DISTRICT, CARSON CITY, NEV.

Objective: To help children improve skills and techniques that are required for reading

Project: This project provides for the acquisition of media suitable for reinforcing instruction in the basic reading skills for pupils in the first three grades. Media is selected so that pupils can participate in a variety of experiences and so that concepts found in print will have meaning and can be interpreted intelligently. Easy-to-read books are used to supplement textbooks and assist pupils to acquire a basic stock of sight words. Multimedia activities are planned to assist pupils in acquiring the visual and perceptual skills needed for easy word recognition and fluent reading. Materials at varying levels of ability assist in development of the ability to use contextual and typographical clues as aids to meaning. Varied types of reading—books, pamphlets, the text of filmstrips, etc.—are introduced so that pupils can learn to adjust their reading pace to the purpose for which it is being used. Implementation of the program is coordinated by the

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district reading supervisor who works cooperatively with building principal, media specialists, and classroom teachers.

Number of pupils served: 1,200 public school pupils in five elementary schools

Amount and type of title II grant: Special-purpose grant, $7,927

Evaluation: Locally developed instruments to measure projects; behavioral objectives; attitudinal surveys of teachers and pupils; prereading and postreading tests

Other Federal program assistance: ESEA title I reading staff and resources.

Further information: Mr. Richard Gunkel, Director, Research and Development, Carson City School District, Box 603, Carson City, Nev. 89701; telephone 702-882-4800

Title: EDUCATIONAL MEDIA SERVICES PROJECT, BIRCH LANE SCHOOL, DAVIS JOINT UNIFIED SCHOOL DISTRICT, DAVIS, CALIF.

Objectives: To (1) strengthen reading readiness skill; (2) improve reading achievement of pupils; (3) expand opportunities for application of reading skills; (4) motivate positive attitudes toward reading; and (5) increase opportunity for self-direction and independent study

Project: This school practices a media center schedule which is flexible and open-ended so that whole-class visits may be arranged whenever necessary. The center's facilities are always available to supplement for individuals what is going on in classrooms. The schedule makes it possible for the media center to contribute to the individualizing of instruction and serve the right pupils and teachers at the right time, whether it is a research group in science or children who have simply come to browse. The materials are offered in a "Man and His. . ." program format (environment, history, society, communication, cultural heritage, occupations, future, art.) Media center staff provide instruction in basic study skills, research techniques, and use of equipment individually and when relevant to the learning process.

Number of pupils served: 600 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $16,370 (printed materials); $23,475 (audiovisual materials)

Other Federal program assistance: NDEA title III matching funds for equipment, $12,600

Evaluation: Standardized reading tests; use of materials; individual case studies; attitude surveys of pupils; written narrative evaluation by pupils and teachers; parent reaction

Further information: Dr. Robert F. Hardenbrook, Superintendent, Davis Joint Unified School District, Davis, Calif.; Mr. Floyd W. Fenocchio, Principal, Birch Lane School, 1600 Birch Lane, Davis, Calif. 95616; telephone 916-753-7140

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Title: LANGUAGE SKILL DEVELOPMENT, ABRAHAM LINCOLN ELEMENTARY SCHOOL, LOWELL, MASS.

Objectives: To (1) acquire basic habits of reading widely for pleasure and for information; (2) relate the process of reading to content; and (3) increase vocabulary through wide reading, study, and use of media

Project: Centered in the school library, this project involves students in individual and small group activity, as well as working in pairs. Creative activities include storytelling, utilization of sound filmstrips and tapes, and picture-book activities. Library staff and older children are used in the storytelling activity. Instructional resources are used for specific and defined purposes within a series of activities whether assigned or initiated by pupils. Materials have been carefully previewed or examined by teachers to be sure that they will fit needs that arise or are stimulated by classroom instruction. The program is intended to recognize many different purposes and needs in reading and learning. Content of reading materials follows, as far as possible, the interests of the pupil. However, this is combined with efforts both in the classroom and library to introduce new interests and ideas.

Number of pupils served: 40 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $1,000

Evaluation: Pretesting and posttesting, using the Vocal Encoding Subtest of the Illinois Test of Psycholinguistic Ability; teacher judgment of improvement in vocabulary, listening, communication, and reading readiness skills; and increased interest in books and the reading process

Further information: Dr. Gertrude Bailey, Principal, Abraham Lincoln Elementary School, 300 Chelmsford St., Lowell, Mass. 01851; telephone 617-452-9601

Title: EXEMPLARY MEDIA CENTER, BUTTERFIELD TRAIL ELEMENTARY SCHOOL, FAYETTEVILLE, ARK.

Objectives: To improve reading skills and increase use of media in instructional program

Project: Motivation toward books, reading, and learning is building up rapidly in this school where a program of exemplary media services was developed to meet the demands of the curriculum. Initially, the impetus came largely from teachers and media specialists, but children have begun to stimulate each other with their own enthusiasm about the books and other media they have enjoyed. Teachers and media staff foster this tendency through application of what they know about children's interests and needs. Many activities go on simultaneously in the media center—reading, listening, viewing, group activities, and teacher-media specialist planning sessions. Emphasis is planned on pupil learning at his own pace. When pupils reach certain levels of achievement, they are able to move to more advanced work.

Number of pupils served: 370 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $10,000; basic grant, $378

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Other Federal program assistance: NDEA title III funds for equipment, $515

Evaluation: Pupil achievement; pupil and teacher attitudes; parent questionnaire

Further information: Mrs. Peggy Owen, Materials Center Coordinator, Butterfield Trail Elementary School, Old Missouri Road, Fayetteville, Ark. 72701; telephone 501-521-3303

Title: JUNIOR GREAT BOOKS PROGRAM, STATE DEPARTMENT OF EDUCATION, MINNEAPOLIS, MINN.

Objectives: To (1) develop comprehensive and critical response in reading; (2) acquire habits of diversified reading of good literature for knowledge and pleasure

Project: The Junior Great Books Program is intended to stimulate academically talented pupils in grades three through high school to read and enjoy good books. The program provides for reading carefully selected books and then, through, Socratic-type discussions, pupils are challenged to use higher levels of thinking application, analysis, synthesis, and evaluation. Discussion leaders are trained to ask certain questions to point up the issues in the books. Students who seldom volunteer in the discussion or who need help in learning to generalize from their reading are encouraged to contribute, first on a very concrete level and then later at a more sophisticated level. Leaders learn from each discussion what new reading and thinking skills are needed by pupils. They may, for example, identify the need of some pupils to read carefully in order to compare and contrast different incidents or note difficulties in connecting causes and effects. Assignments for the study of the next books to be ready may be made in such ways that pupils will be encouraged to read more carefully or to analyze a sequence of events to determine what happens as a result. Books used are passed on to new groups of children each year; however, new books for the program are also purchased annually.

Number of pupils served: 210 public elementary school pupils in five school districts (White Bear, Minneapolis, Hastings, Centennial, and St. Paul)

Amount and type of title II grant: Special-purpose grant, $1,569 (books)

Evaluation: Questionnaire to be completed by group leaders, pupils, and school principals; on-site visits by State Department of Education staff

Further information: Mrs. Lorraine Hertz, Consultant for the Gifted, State Department of Education, Capitol Square, 550 Cedar St., St, Paul, Minn. 55101

Title: MULTIMEDIA RESOURCE CENTER, GONZALES UNION HIGH SCHOOL, GONZALES UNION HIGH SCHOOL DISTRICT, GONZALES, CALIF.

Objective: To increase student achievement in all fields with special emphasis on communication skills, bilingual education, and career education

Project: The major assumption behind this project is that when the concerns and needs of

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pupils are considered and when they see some use for the material they are expected to learn, then the required skills can be taught and practiced. Further, information and knowledge can be brought to bear more effectively on the solution of problems, and on the development of understandings and values. The concerns and needs of pupils are recognized through the provision of Spanish- and English-printed materials and audiovisual materials, not only to support teaching in the content fields but also to provide means for pupils to explore out-of-school interests and develop new interests. Instruction in study skills, reading assistance, and teaching the use of all media and equipment are provided by the media center's staff, who also have developed an inservice program for teachers. Media staff are well equipped to participate with teachers in the initial planning of units of study, in the selection of appropriate media, and in teaching the skills required for the effective use of the media.

Number of pupils served: 820 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $47,000 (printed materials); $28,425 (audiovisual materials)

Other Federal program assistance: Coordinated with projects funded under ESEA title I; ESEA title II, Phase I; ESEA title VII; the Vocational Education Act; and the Neighborhood Youth Corps

Evaluation: Use of standardized tests in the areas of study skills, Spanish, and reading; analysis of use made of media center through attitude surveys and attendance records; observation of teachers

Further information: Mr. Richard Force, Superintendent, Gonzales Union High School District, Gonzales, Calif.; Mr. Lester Weigle, Principal, Gonzales Union High School, P.O. Box 218, Gonzales, Calif. 98926; telephone 408-675-3666

Title: STRENGTHENING THE MEDIA CENTER PROGRAM, PERSHING COUNTY SCHOOL DISTRICT, LOVELOCK, NEV.

Objective: To enable pupils to reach their maximum potential in reading through the use of materials geared to individual needs

Project: This project serves all pupils in the four schools of one county. The school librarians in cooperation with classroom teachers selected and acquired media to meet the diverse needs of the schools. Elementary schools and secondary schools had particular need for bilingual materials for children of migrant labor, Spanish-surnamed families. Media was also selected to support an ethnic literature minicourse in a secondary school. To guide their pupils in the use of these materials, teachers and librarians are becoming more sensitive to the cultural patterns of their pupils, recognizing that these patterns influence their values, interests, motivations, and behavior. Another special need of the schools was for very easy reading material for pupils in the first four grades. All four schools had a need for media to support the general elementary and secondary school curriculum. Heavy emphasis is placed on reading skills in all grades. Pupils in the first three grades spend a considerable share of the day in learning to read. In the middle grades, teaching is directed toward reading for meaning and development of study skills. In the secondary school, teachers use many methods of instruction that require pupils to read, interpret, and analyze, and to locate, select, organize and interpret information.

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Number of pupils served: 326 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $1,131

Evaluation: Comparison against Nevada's new media standards; circulation records; teacher and librarian opinionnaires.

Further information: Mrs. Mary Sebbas, Librarian, Pershing County, Box 389, Lovelock, Nev. 89419; telephone 702-273-2819

Title: ADVANCED PLACEMENT PROGRAM, STATE DEPARTMENT OF EDUCATION, ST. PAUL, MINN.

Objective: To provide an opportunity for academically talented pupils to earn advanced placement and/or college credit while enrolled in secondary school

Project: This project provides funds to several secondary schools for making available the resource materials necessary for successful participation in specific, identified, advanced placement courses. The obligation of this program is to extend knowledge of content beyond the ordinary secondary school curriculum. In using these materials, the media specialist shares with the teacher the responsibility for helping students use materials to solve problems. A student may be scheduled for periods of independent study in the media center to use resources uniquely appropriate to his studies in literature, the social studies, science, or other areas. Besides adding to the pupils, understanding of a content field, source materials are used to develop their ability to distinguish fact from opinion, relevant from irrelevant information, primary from secondary sources, and conclusions from supporting evidence.

Number of pupils served: 150 public secondary school pupils in five school districts (Duluth, Centennial, Morris, White Bear, and Minneapolis)

Amount and type of title II grant: Special-purpose grant, $597 (books)

Evaluation: Questionnaires to be completed by pupils and school-media specialists; on-site visits from State Department of Education personnel

Further information: Mrs. Lorraine Hertz, Consultant for the Gifted, State Department of Education, Capitol Square, 550 Cedar St., St. Paul, Minn. 55101

Title: LEARNING CENTER PROJECT, OROVILLE UNION HIGH SCHOOL DISTRICT, OROVILLE, CALIF.

Objective: To develop skills of effective communication (critical reading, viewing, listening, speaking, and writing)

Project: This innovative high school learning center has developed a special collection of high-interest, low-vocabulary materials (books, filmstrips, tapes, filmloops, study prints, etc.) for all areas of instruction and for a wide range of pupil interest. Students

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participated in the selection of materials by selecting from displays of books and audiovisual materials, taking field trips to book and record stores, and requesting materials to preview from checking the reviewing media. Students are scheduled for independent study time that can be spent in the learning center. The development of study skills is not left to chance. Students follow an individualized continuous instruction program in media research skills. The attempt to encourage pupils to use a variety of media in completing school assignments and follow their own special interests is coupled with a liberalized loan program which permits pupils to borrow audiovisual materials and equipment as well as traditional print material for use at home.

Number of pupils served: 1,100 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $18,030 (printed materials); $32,876 (audiovisual materials)

Other Federal program assistance: Coordinated with projects funded under the Vocational Education Act and ESEA title I

Evaluation: Survey and faculty surveys; standardized reading tests; use of materials and media center

Further information: Dr. Richard Boyd, Superintendent, Oroville Union High School, District, Oroville, Calif. Mr. John R. Johnson, Principal, Oroville, High School, 1535 Bridge St., Oroville, Calif. 05065; telephone 916-533-2995

Title: EXEMPLARY MEDIA CENTER, OAK GROVE ELEMENTARY SCHOOL, PULASKI COUNTY SCHOOL DISTRICT, LITTLE ROCK, ARK.

Objectives: To improve reading skill and increase use of media in instructional programs.

Project: An exemplary media center was established in this school to support instruction in the content areas as well as the reading program. Books and audiovisual materials representing wide areas of interest are available, including special ethnic materials and materials for environmental/ecological education. The media specialist and principal have made a special effort to keep a homelike, relaxed atmosphere in the media center. One pupil has commented that it reminds him of a big living room full of books. Media staff assist teachers to plan activities for the maximum use of materials. Children are encouraged to read extensively on a variety of subjects. Activities aimed at stimulating pupil interest include a storytime and sharing of books through skits, bulletin boards, and displays. It is hoped that pupils will develop new skills to help them understand and enjoy the complex forms of reading required by the school program.

Number of pupils served: 807 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $6,000 (books); $4,000 (audiovisual materials); basic grant, $2,500

Evaluation: Case studies; analysis of achievement scores; attitude survey of pupils, teachers, and parents

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Other Federal program assistance:	NDEA title III matching funds for equipment, $1,000
Further information:	Mrs. Retta Patrick, Coordinator of Library Services, Pulaski County School District, 924 Marshall St., Little Rock, Ark. 72202; telephone 501-374-1241

Title:	K-3 MEDIA CENTER PROJECT TO STRENGTHEN READING PROGRAM, WHITE PINE SCHOOL DISTRICT, ELY, NEV.
Objectives:	To improve reading performance and motivate interest in reading
Project:	To plan learning experiences for elementary school pupils in this district, teachers consider the media center both as a source of materials and as a place where pupils are encouraged to read and can be taught the skills for reading effectively. All pupils are allowed the time and opportunity to use the media center's resources and services. They go in small groups regularly to the media-related activities designed to promote real learning. Teachers follow up these activities with classroom discussion, recognizing that it is only when pupils talk about books and other media, evaluating and generalizing about them, that they learn from their reading or other experiences.
Number of students served:	220 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $4,082
Evaluation:	Locally devised pretest and posttest packet
Other Federal program assistance:	ESEA title I reading project staff and some resources
Further information:	Mr. Dick Munson, Coordinator, Federal Programs, White Pine School District, P.O. Box 400, East Ely, Nev. 89315; telephone 702-289-4851

GPO 934-264